

**DSPD SELF DETERMINATION WORKGROUP  
DSPD CONFERENCE ROOM**

**FEBRUARY 27, 2006**

**Present:** Angie Pinna, Brett Bartruff, Paul Smith, Scott Payne, Lori Packard, Krissie Summerhays and Lana Kopecky.

**Excused:** Dustin Erekson, Scott Roudabush, Sara Brozovsky, Renee McCarvel, Kenneth Ekong

**COMMUNICATION WORKSHOP MODULE 2: Dustin Erekson**

People First language has been added (overlap or change). Committee reviewed the document. Paul Smith will follow up on John Lund who presented at the People First Concert, as he would be a good individual with great ideas for the subject of content communication for people with disabilities. Activities to consider: Blow horn usage during task and marshmallow mouth stuffing could be used. Preface with content and the trust issue. In the learning how to communicate section, should we include resources for communication asset tools? Yes. Michael Smull also has an activity that could be used. Also include CTA communication materials. Social stories could also be developed as examples.

Feedback to Dustin: How does behavior relate to communication and the way consumers react to communication? Include this in the module. Great job and the issues listed above can be addressed within the document:

Lori found a new People First document that she will distribute to the group.

**HEALTH AND SAFETY: Scott Payne**

- Use SAS paragraph for the introduction.
- Asking the question of what people think of in regards to self-determination.
- Protection from selves. Difference between more protection and advocacy.
- Goals and plans and strategies.
- Recurring theme – key factor – provide the information to help them to make a correct determination of the issue.
- Any restriction needs to be based as unique to each individual. Real assessed risks should be used.
- Medical issues.
- Make an informed decision and/or choice.
- Areas which people need to make every day. Do you consider yourself to be healthy? Would it be ideal for the consumer or is the worker suggesting something that they just agree to?
- Due process on restrictions – rights and responsibilities. Overlap and reinforcements are good.
- What types of things are considered in making an informed decision/choice?
- Diets and food need to be addressed. Assessments for what type of foods are healthy.
- Are people being supported on their meds? Medical issues to include pressure sores.
- Family and staff recognizing these issues?
- Do they have a level of support?
- Smoking and Weight Management are major topics to be addressed.
- Why do you need to be healthy?
- Sexual activity – exploitation, protections, prostituted, age appropriate medical attention (preventative measures and exams).

- Dental care and what is allowed and what types of preventative measures could be recommended.
  - Should be addressed on what would happen if you don't have preventative work done.
- Break down by men/women/kids.
- Allowing people to fail with dignity.
- Transportation
- Resources should be addressed.
- What is a support coordinator's role and what are we expected? Liability issue and that state funds are going for care of our consumers.
- Emergency Preparedness: Some are more prepared than others.
  - First Aid and emergency kits.
  - Address Different types of disasters.
  - Scenarios of worthy discussion with people.
- Mental Health
  - Grieving

#### ***COMMUNITY CONTRIBUTION MODULE 6: Lori Packard***

- Interactive and brainstorming portion – flip chart or power point presentation to reflect why they chose activity (being aware of your audience).
- You can't support someone else on how they can contribute to the community. You need to look at your values and what impact you can have on the community.
- Self advocates – community involvement.
- Assessments and considerations (background, family involvement, experience).
- What do you give to your community?
  - Have examples: Teacher, what do you receive from that? Roles they can take.
  - How are you lumped into your community – are you forced into a community that you don't associate yourself with?
  - Are you part of more than one community?
- How do you contribute?
- Getting people's idea of what your community is and how you identify your community.
- Do we put barriers on what people with disabilities can be involved in?
- Scenario: how to use the consumer's interest and how to get involved with that aspect.
- Recognize what they can and cannot do – and what values do you have that are supportive.
- Suggestions and possible examples: how can you become more informed as to what is included?
- Find information: Continued education and more resources.
- Age appropriate activities.
- Are you leading? Or doing what the person wants to do?
- Choices and options, ask more than once, don't lead, time saving or interest to yourself.
- Role model: why people choose a certain affiliation.
- Who is your role model? Who has influenced you the most? What did they do? What could you be doing?
- Work or volunteering based on your affiliation.

#### ***FUTURE GOALS AND HAVING A LIFE: Angie Pinna***

- How we have all goals and a book within ourselves.
- Believe in yourself and you will be able to accomplish something.
- Own experiences, limits, acknowledgement, conditions and beliefs.

- Being honest about what you can help with.
- What people want?
- What motivates you to take something on – trainer to share the experience?
- Person's strengths.
- Goal setting strategies.
- Having a life is individually defined.
- Fears and barriers.
- Focus on future and how do you have people look at the future
- How do you try to get people to look into the future?
- Success stories.
- Interests/strengths – person centered planning stories.
- Person centered planning to tie in with this section.
- Scenarios – how would they support the image?
- Where have you had past successes?
- The process of getting to the goal.
- What do you do when nothing happens?

***TO BE INCLUDED IN ALL MODULES:***

- Purpose of the activity.
- Two points that lead into the topic discussion.
- Trainer: Core training and what is optional.
- Ensure it is clear enough for the trainer to just use the tool provided.
- Format and then structuring will come along.

***LAYOUT:***

Each workgroup member is to bring with them to the next meeting one of their favorite and easiest to follow training manuals. The group will then view them and determine which layout would work best for this project.

***FACILITATOR GUIDE:***

- Modules listed.
- Purpose statement for each module.
- Course objective and how it relates to self-determination.
- Tips for training: room layout, what supplies are needed – possible tips on what has happened in the past with involvement.
- Core content and outline.
- Options they could choose from.
- Time breakout for each activity.
- How to train with details.
- How to use the trainer's manual.

***LEARNERS BOOK:***

- Competency test.
- What trainings they have taken.
- Shows the follow up.

**QUICK REFERENCE CARD:**

- May use this for the trainer for easy reference.

**INTRODUCTION OF SELF DETERMINATION:**

- Historical information, examples.
- Consistency with all areas addressed.
- Target different audiences.
- What are fears of assisting consumers with this process?
- Recognize clash of self-determination and self-centered planning.
- Mission statement and our goals.

**AGENDA FOR NEXT MEETING:**

- Paul: John Lund activities on communications.
- All: Sample training guide.
- Keep working on topics.

*Next meeting: March 27  
9-11 a.m.  
DSPD Conference Room*

*Meeting adjourned at 3:40 p.m.*